Class Attendance and Academic Performance among Economics Students of Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria

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ABSTRACT
This paper studied the relationship between class attendance and students' examination performance in College of Education, Kano State. The study used data collected from 382 NCE II students of Economics/Geography who studied Development Economics in 2016/2017 second semester in College of Education Kano State. Attendance being independent variable was measured by the data collected from the attendance record and on the other hand; the students' examination performance is the dependent variable which consists of continuous assessment (C.A) and 2016/2017 second semester examination result. The results showed that there was positive significant relationship between class attendance and students' examination performance in this study. This means that the more students attended classes or lectures, the more they passed their examination and vice-versa. Therefore, the study recommended that compulsory attendance policy using a threshold of 75% attendance should be properly implemented by all lecturers so that students will be motivated to attend classes or lectures. Lecturers should endeavor to take and keep attendance record in every lecture in order to identify students who do not attend classes or lectures regularly. This will help parent, ministry of education officials, college authority to punish students who do not attend classes or lectures so that this serves as a deterrent to others. Seminars should be organised to all students so that they will be informed of the importance of attending classes or lectures regularly. Students should be made to know that without attending the classes or lectures regularly they may not acquire the necessary skills, knowledge, and character which they were expected to learn during their stay at the college.
Keywords: Class Attendance, Academic Performance, Students, College of Education

INTRODUCTION
Class attendance is very important because students are more likely to perform better in examinations when they attend classes or lectures consistently. It is difficult for teachers and students to build skills, knowledge and make progress if large number of students is frequently being absent. In addition to falling behind in academics or examinations, students who do not attend classes or lectures on a regular basis are more likely to get into trouble with the law and cause problems in their communities (Khalid and Mehmood, 2017). The study of determinants of a college students' academic performance is an important

issue in higher education, among all factors, whether or not attending lectures and classroom discussions affects a students' examination performance has received considerable attention (Chen and Lin, 2006). It is commonly assumed that students generally benefit from attending lectures (Stanca, 2004).

The total amount of time that students report studying has often been examined as a potential predictor of success or otherwise in the examination. It might seem that the more time that students spend studying, the better grades they should receive (Plant, Ericsson, Hill and Asberg, 2005). In this research, Attendance is the amount of time that students participate in class activities, and is measured on an hours per day, days per week, sessions per month and percentage of time. Academic performance is measured as student's examination performance, student's GPA and class discussions. The main purpose of this paper is to examine the relationship between the attendance and students' examination performance in College of Education Kano State, Nigeria.

Literature Review

Several researchers (e.g. Khalid and Mehmood, 2017; Aden, Yahye and Dahir, 2013; Guleker and Keci, 2014; Patrick, 2010; Alija, 2013; Balkıs, Arslan, and Duru, 2016; as well as Narula and Nagar, 2013) have shown interest in studying the relationship between students' attendance and academic performance. Khalid and Mehmood (2017) examined the effects of absenteeism on students' performance in School of Nursing, University of Lahore, using sample size of 119 students. They established that absenteeism affected the students' performance. Student who became absent had poor class participation, poor coordination with teachers and peers as well as poor GPA or failed their examination.

Aden, Yahye and Dahir (2013) investigated the relationship between students' attendance and academic performance and also examined the factors that affect student attendance at Simad University. Using sample size of 100 students selected from faculty of Business and Accountancy in Simad University Mogadishu Somalia. Adopting correlation analysis they found that there was a moderate positive relationship between students' attendance and academic performance. The authors also established that all students, particularly prospective students and those students who are not as academically strong should be informed about the importance influence of class attendance on academic performance, and also the universities should maintain or develop strict guidelines for student attendance and monitor factors that could hinder a student from attending class on a regular basis.

Guleker and Keci (2014) evaluated the effect of attendance on academic performance among students in a private university in Tirana, using data from two undergraduate courses in Civil Engineering department. Adopting correlation analysis the authors established that there was a strong correlation between the attendance and performance among the respondents (r=0.65, p <0.01). Patrick (2010) studied the relationship between attendance and academic performance of students in secondary schools. A checklist was used to collect 2860 students' percentage scores in attendance and academic performance from 58 secondary schools in Delta State, Nigeria. Adopting correlation and linear regression model, they found that the mean score of students in attendance was 68% and academic performance 66%. The study also revealed a fair positive correlation between attendance and academic performance; that is attendance influences academic performances.

Alija (2013) analysed the relationship between the students' attendance and academic performance in Faculty of Business and Economics at South East European University in Tetovo. Using logical regression model the authour found that attendance of students had a big influence in students' final success or performance. This means that the more students attended the lectures the more they have chances of passing their examinations. Balkıs, Arslan, and Duru (2016) examined the direct and indirect relationship between student school absenteeism, personal factors (academic self- perception, attitudes towards teacher and school, goal valuation and motivation/ self-regulation), family factors (parents' educational level and income), and academic achievement using 423 high school students. Adopting correlation analysis, they found that student absenteeism was negatively related to academic self-perception, attitudes towards teacher and school, goal valuation, motivation/self-regulation, and academic performance.

Narula and Nagar (2013) studied the relationship between class attendance and students' performance in a computers related subject. Using data from two classes of undergraduate students of Computer Application Course at a college in New Delhi India, they found that there was significant positive correlation between the students' performance and their attendance. Stanca (2006) showed that attending either lecture or classes of an introductory microeconomics course at Milan University had a positive impact on student learning. Similarly, Cohn and Johnson (2006) found a positive and significant impact of class attendance on student performance in principles of economics courses at a university in the U.S. also when controlling for individual heterogeneity.

RESEARCH METHODOLOGY
This study used data collected from NCE II students who studied Development Economics in College of Education, Kano State. This study aimed at examining the relationship between attendance and students' performance. Attendance being independent variable was measured by the attendance collected from the students for the whole 2016/2017 second semester which was 14 weeks of class activities. To ensure objectivity of the attendance the lecturer collected it from each student written on a paper and then recorded the data on students attendance sheet. The total number of the students who attended the lectures were divided by the total number of the lectures (14 weeks) and multiplied by 100 to obtain the total percentage of the attendance. On the other hand, the examination performance is the dependent variable which consists of continuous assessment (C.A) and 2016/2017 second semester examination result.
The spreadsheet containing the values of both variables (attendance and marks of the examination) was prepared. To determine the correlation between attendance and students' performance (marks), the correlation coefficient was calculated using Pearson's correlation relation and the simple regression analysis.
Study Population
The target population of this study consists of all the NCE II students (382) of Economics/Geography who studied Development Economics in 2016/2017 second semester in College of Education Kano State. All these students were used as the sample size in order to get more accurate result of the study.

FINDINGS PRESENTATION, INTERPRETATION AND DISCUSSION
In this section of the paper, findings, interpretation and discussion are all handled at the same time. First the correlation analysis between attendance and students' performance was presented using Pearson correlation and thereafter regression analysis of the study objective was presented.
Relationship between Attendance and Students Performance
In this section, the analysis of relationship between attendance and students' examination performance was undertaken in order to establish how the variables were related. Pearson correlation was first executed to determine their relationship and thereafter the linear regression analysis was also performed to find out by what percentage the attendance has contributed to the students' examination performance in this research. This was intended to provide support or otherwise of the null hypothesis which states that "there is no significant relationship between attendance and students' examination performance in College of Education Kano State".
As indicated, the hypothesis was first tested using bivariate correlation which yielded the results that proved the existence of positive significant relationship between attendance and students' examination performance in this study [r (382) = 0.662, p<0.01]. It is easy to understand that attendance is a significant factor that influences students' examination performance in College of Education Kano State in this study. The relationship being positive implies that the more students attended lectures, the more they are likely to score higher grades or pass their examination. It is also easy to note that the relationship was moderate which means that attendance was a significant factor capable of increasing students' examination performance in this study.
The model summary of regression produced an Adj. R^2 of 0.35 which translated into 35%. The model therefore proved that class attendance explained 35% of the students' examination performance in

College of Education Kano State. This percentage shows that 35% of the changes or variation in students' examination performance is caused by class attendance.

A simple linear regression test was also executed to confirm the contribution of attendance to students' examination performance in college of education Kano State. The results [$F_{(1,246)}$ 26.110, $p<0.01$] indicated that there was a linearity between class attendance and students' examination performance.

This shows that when students attend classes or lectures properly, they more likely to perform very well or pass their examination with good grades, and vice versa. This illustrates that weakness in attendance negatively affects what the students can do or perform in the examination in college departments, in particular as well as the schools in general.

Table 1: Coefficients on Students' Performance and Class Attendance

Model B		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Std. Error	Beta			
	(Constant)	10.719	1.498		7.157	.000
1	Attendance	2.019	.495	.410	5.110	.000
a.					Dependent Variable: Students'	
	Examination Performance					

Sources: field research 2018

The regression test finally revealed results of Beta = 0.410, $p<0.01$. This served to confirm further that there was a positive statistically significant relationship between class attendance and students' examination performance in this research. The results also showed that increasing class attendance by 1 unit, the students' examination performance increases by 41%. This means that class attendance is very important factor that determined students' examination performance in this research. It is therefore, clearly shown that based on this findings the null hypothesis (H^1_O) which states that; "There is no significant relationship between class attendance and students' examination performance in College of Education Kano State" was rejected and the alternate hypothesis (H^2_O) which states that; "There is a significant relationship between class attendance and students' examination performance in College of Education Kano State" was accepted.

Therefore, this finding is in relation to the findings of Khalid and Mehmood (2017); Aden, Yahye and Dahir (2013); Guleker and Keci (2014); Patrick (2010); Alija (2013); Balkıs, Arslan, and Duru (2016); as well as Narula and Nagar (2013). Khalid and Mehmood (2017) supported the finding of this study where they established that absenteeism affected students' performance. Students who became absent had poor class participation, poor coordination with teachers and peers, as well as poor GPA or failed their examination. Aden, et al, (2013) also found out that there was a moderate positive significant relationship between students' attendance and their academic performance. This shows that as students attend classes or lectures, there is higher probability that they would pass their examinations.

CONCLUSION AND RECOMMENDATION

This paper studied the relationship between class attendance and students' examination performance in College of Education Kano State. The study used data collected from NCE II students who studied Development Economics. The research found out that there was positive significant relationship between class attendance and students' examination performance in the study area. This means that the more students attended classes or lectures, the more they passed their examination and vice-versa.

Therefore, as a result of this finding the followings are recommended;

1. Compulsory attendance policy using a threshold of 75% attendance should be properly implemented by all lecturers so that students will be motivated to attend classes or lectures.
2. Lecturers should endeavor to take and keep attendance record in every lecture in order to identify students who do not attend classes or lectures regularly. This will help parents, ministry of education officials, college authority to punish students who do not attend classes or lectures to serve as a deterrent to others.

3. Seminars should be organised for all students so that they will be informed of the importance of attending classes or lectures regularly. Students should be made to know that without regularly attending the classes or lectures they may not acquire the necessary skills, knowledge, and character which they were expected to learn during their stay at the college.

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